ED 307 595 WHOLE LANGUAGE ANNOTATED BIBLIOGRAPHY.
BLAZER, PHYLLIS C.
1 OF 1 89 8P.

DOCUMENT RESUME

ED 307 595 CS 009 681

AUTHOR Blazer, Phyllis C.
TITLE Whole Language Annotated Bibliography.
PUB DATE 89
NOTE 8p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Class Activities; Early Childhood Education; Elementary Education; Integrated Curriculum; *Language Arts; Reading Writing Relationship; Teacher Role; *Theory Practice Relationship
IDENTIFIERS *Whole Language Approach

ABSTRACT

Beginning with a brief introduction which summarizes the characteristics of whole language theory, this 28-item annotated bibliography includes books and journal articles, many of which are 1988 and 1989 publications. (RS)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Phyllis Blazer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Phyllis C. Blazer

# Whole Language Annotated Bibliography

ED307595

The growing interest in whole language and literature-based instruction appears to be a response to the overemphasis on skills management of the past decade. Often referred to as a grassroots movement because classroom teachers were the initial supporters of whole language theory, it now seems there is increasing support from middle level administrators (principals, district level curriculum supervisors, and state department of education personnel) as well.

In his book, What's Whole in Whole Language? , Ken Goodman noted that whole language was a lot of things to a lot of people, and a recent literature review confirmed Goodman's assertion. A model of instruction, a philosophical stance, and a curricular approach are examples of terminology used by those attempting to define "whole language." For reader clarification purposes, whole language will be denoted as a theory throughout the remainder of this bibliography introduction.

The difficulty in defining exactly what is meant by the phrase "whole language" can be attributed to the complexity of its research roots. Early proponents of whole language drew on scientific theories rooted in research from linguistics, language development, psycholinguistics, sociolinguistics, anthropology, and education as they developed whole language curriculums. In addition to having its research roots in a variety of fields, whole language theory appears to blend the distinctly different, but complementary developmental theories of Jean Piaget, a Swiss psychologist, and Lev Vygotsky, a Russian linguist. Often the theory is called an "emergent literacy " perspective when referring to literacy acquisition in the early childhood years (birth through age 7 or 8).

Some of the more widely acknowledged characteristic of whole language theory are summarized below:

1. Learning is viewed as an active constructive process in which prior knowledge, interests, and self-motivated purposes play a major role.
2. Language is viewed as central to learning.
3. Social interaction is acknowledged as playing an important role in the learning process.
4. Reading is viewed as a meaning-making process in which meaning is constructed by building associations between the text and what is already known and believed.
5. Writing is viewed as a meaning-making process in which writers make their own connections and construct their own meanings.
6. Language learning is viewed as being functional in nature; language is learned through actual use in efforts to accomplish relevant purposes.

CS009681



BEST COPY AVAILABLE

Experiences deemed essential in whole language curriculums include: listening to literature; reading; writing; integrating past experiences with learning in the classroom; and social interaction to discuss what has been read and written. Quality literature is the basis of the curriculum, and the current practice of allowing basal readers to dominate the reading program is adamantly opposed by whole language proponents. However, it appears the key to successful whole language is not so much in the techniques and materials used, but in the relationships found there (Clarke,1987). Both teachers and students are constantly involved in self-evaluation; and the former are "supporters" and "encouragers" as well as teachers. Students become "initiators" as they assume ownership of their reading and writing. Motivation is always intrinsic; children learn to read and write because they need and want to communicate. And cooperation, not competition, permeates the successful whole language classroom.

The concept of whole language was succinctly summarized by Goodman in a recent issue (March, 1989) of Educational Leadership. He concluded whole language was a philosophy of curriculum that unified and integrated oral and written language with the development of thinking and the construction of knowledge.

## References

Clarke, M.A. (1987). Don't blame the system: Constraints on "whole language" reform. Language Arts, 64, 384-396.

Goodman, K. (1986). What's whole in whole language? Portsmouth, NH: Heinemann.

## Whole Language Annotated Bibliography


Baskwill, J. (1988). Making connections. Teaching K-8, 18(8), 42-43.

Baskwill is an educational consultant in Nova Scotia and a co-author of several books on whole language. In this article she explains the rationale for using a thematic approach to interrelate curriculum planning.

Baskwill, J. (1989). Routine explorations. Teaching K-8, 19(4), 52-53.

The author shares ways she explores literature with her students. The "routines" she mentions throughout the article are, in essence, skills. However, these skills evolve from exploring the literature, and the approach is more natural than planning direct instruction to teach certain skills.

Baskwill, J. (1988). Themestorming. Teaching K-8, 19(1), 80-82.

Baskwill explains a process that enables teachers to determine the potential of a particular theme. She emphasizes two criteria that are essential to the development of a thematic unit: an abundance of quality literature, both fiction and nonfiction, and natural links to other curricular areas.

Brountas, M. (1987). Whole language really works. Teaching K-8, 18(3), 57-60.

A first grade teacher outlines the most essential elements of the whole language philosophy and then explains how she translates the elements of the approach into classroom practice.

Calkins, L. (1986). The art of writing. Portsmouth, NH: Heinemann.

Calkins shows teachers and children in the writing process; material presented in the book is descriptive research gathered in the eight years the author has worked as a research associate in the field of process writing. Multiple aspects of a quality writing program are presented as the book moves from the kindergarten writer to the adolescent writer.

Clarke, M.A. (1987). Don't blame the system: Constraints on "whole language" reform. Language Arts, 64, 384-396.

Clarke relates several variables he feels contributed to the successful implementation of a whole language program in Denver Public Schools. He emphasizes the need to return control and responsibility of classrooms to teachers if we expect educational reform to be successful.

Ferguson, P. (1988). Whole language: A global approach to learning. Instructor, 97(9), 24-27.

Ferguson, a whole language consultant, describes teaching strategies utilized by whole language practioners. A brief summary of the whole language movement is also included in the article.

Fountas, I.C. (1989). Making sense of whole language: The pursuit of informed teaching. Childhood Education, 65, 133-137.

The authors examine whole language teaching and learning, first within its theoretical context and then within the context of classroom application.

They offer some basic tenets they believe foster a balanced approach to teaching.

Goodman, K. (1986). What's whole in whole language? Portsmouth, NH: Heinemann.

This book, denoted by Goodman to be a parent/teacher guide to children's learning, describes whole language teachers and the criteria for whole language teaching. In a very simplistic fashion, the author relates the essence of the whole language movement including its basis, its features, and its future. Of particular interest is the section that suggests directions for building whole language programs and translating existing programs into whole language programs.

Goodman, K.S.; Smith, E.B.; Meredith, R.; & Goodman, Y.M. (1987). Language and thinking in school: A whole language curriculum (3rd ed.). New York: Richard C. Owens Publishing.

The authors develop theoretical positions and propose practical applications for consideration by both beginning and experienced teachers. Practical means for building and assessing curriculum and instruction centered around the development of language and thinking are presented throughout the book.

Goodman, K.S.; Goodman, Y.M.; & Hood, W.J. (Eds.). (1989). The whole language evaluation book. Portsmouth, NH: Heinemann.

This timely book addresses an area of concern for both teachers and administrators involved in implementing a whole language curriculum--forms of evaluation consistent with the principles of whole language theory. Throughout the 21 articles included in the book's format, creative assessment techniques used by practicing whole language teachers are presented. The 21 articles describe classroom practice at all grade levels as well as Chapter I and special education. Included are illustrative episodes of evaluation; descriptions of incidental, informal, and formal evaluation; ongoing uses of evaluation in planning and improving teaching and learning; techniques for reporting to parents, other teachers, and administrators; and explorations of the self-evaluation concept by teachers and pupils.

Harp, B. (1988). When you do whole language instruction, how do you keep track of reading and writing skills? The Reading Teacher, 42, 160-161.

Harp emphasizes the need for assessment of a child's progress in whole language instruction to be process, not product, oriented and then outlines some methods of doing process oriented assessment.

Hayward, R.A. (1988). Inside the whole language classroom. Instructor, 93 (3), 34-40.

This article included in Instructor's special issue, "Focus on Reading," is a good explanatory article for those not familiar with the whole language approach. Both pros and cons of the approach are included.

Mason, J.M. (Ed.). (1989). Reading and writing connections. Boston: Allyn & Bacon.

This book describes how writing can be blended with reading instruction and how writing activities bolster emergent reading. The research episodes described in the book were grounded in an emergent literacy perspective and

guided by the need to help teachers support young children's literacy in developmentally appropriate ways.

McCracken, R.A. & McCracken M.J. (1986). Stories, songs, and poetry to teach reading and writing. Chicago: American Library Association.

The authors outline techniques that can be used by those attempting to develop an integrated holistic language program in primary classrooms. Especially interesting was the chapter on teaching primary children how to do research.

Newman, J. (Ed.). (1985). Whole language: Theory in use. Portsmouth, NH: Heinemann.

Newman describes whole language as a philosophical stance toward beliefs about curriculum. After sharing recent reading and writing research, the author discusses ramifications of the research and its implications for developing whole language curriculums. Subsequent chapters in the book describe classroom application of whole language theory at various grade levels (kindergarten -- middle grades and even a chapter on use of the approach with illiterate adults). This book is an invaluable resource for administrators and teachers who are in the initial stages of implementing a whole language curriculum.

Schickedanz, J.A. (1986). More than the ABCs: The early stages of reading and writing. Washington, DC: National Association for the Education of Young Children.

This book is intended to help parents and teachers understand literacy development in its early stages and to learn how to support it. Schickedanz emphasizes the need for children and not teaching children to be the focus in classrooms if meaningful learning is to take place. Excellent suggestions are included on ways early childhood teachers can incorporate developmentally appropriate practice in the classroom.

Schwartz, J.I. (1988). Encouraging early literacy: An integrated approach to reading and writing. Portsmouth, NH: Heinemann.

Schwartz combines the developmental theory of Piaget with current theories in sociolinguistics and psycholinguistics to present a method of literacy instruction that could be classified as whole language. This book would serve as a good reference for inservice teachers or as a good text for a primary language arts methods class. Because the author does an excellent job in describing the way each grade can build on the children's previous literacy experiences and extend their understanding of written language through functional, meaningful, and integrated language experiences, this book would be an excellent guide for schools (primary grades) contemplating the transition to holistic language arts instruction.

Slaughter, H. (1988). Indirect and direct teaching in a whole language program. The Reading Teacher, 42, 30-34.

Key areas that differentiate whole language teaching and conventional teaching are outlined by Slaughter. The comparisons were derived from an ethnographic study of K-2 classrooms. Also discussed is the need for explicit written guidelines for the teacher's role in directing and supporting student learning in a whole language classroom.

Smith, F. (1988). Joining the literacy club: Further essays into education. Portsmouth, NH: Heinemann.

Smith shares explorations into language, learning, and education in a thought-provoking fashion. Admittedly sympathetic to the whole language philosophy, he questions the practice of translating whole language into a method which employs worksheets, whole language materials, and whole language tests.

Stewig, J.W. (1982). Teaching language arts in early childhood. New York: Holt, Rinehart, and Winston.

The premise of the program described in this book is that literature for young readers can form a core from which all other language experiences can grow. Numerous activities presented in the book emphasize possibilities of using literature in many ways with children in K-3 classrooms.

Strickland, D.S. & Morrow, L.M. (1989). Young children's early writing development. The Reading Teacher, 42, 426-427.

The authors describe how children draw on a wealth of experiences with print and employ a variety of strategies to express their ideas through writing. Tips are given for teachers of young children on ways to encourage the writing process.

Teale, W.H. (1987). Emergent literacy: Reading and writing development in early childhood. In J.E. Readence and J.S. Baldwin (Eds.), Research in literacy: Merging perspectives (Thirty-sixth yearbook of the National Reading Conference, pp.45-74). Rochester, NY: National Reading Conference.

Teale defines emergent literacy as the beginnings of reading and writing for the young child, and then he presents a review of the emergent literacy research. Areas of the research discussed include: Environmental Print Studies, Early Reader Studies, Acquisition of Reading and Writing Concepts, Storybook Reading, and Classroom Application of Emergent Literacy Research.

Teale, W.H. & Martinez, M.G. (1988). Getting on right road to reading: Bringing books and young children together. Young Children, 44(1), 10-15.

The authors, directors of the Kindergarten Emergent Literacy Program being implemented in several San Antonio schools, describe a three-pronged approach for providing young children with developmentally appropriate experiences with books in the early childhood classroom.

Teale, W.H. (1988), Developmentally appropriate assessment of reading and writing in the early childhood classroom. The Elementary School Journal, 89, 173-182.

Teale outlines alternatives to standardized testing for assessing literacy development in the early childhood classrooms. The article illustrates specific ways of using observational and performance sample techniques to assess four aspects of young children's literacy development: knowledge of the functions of written language, emergent reading of storybooks, writing strategies, and knowledge of letter-sound correspondences.

Temple, C.; Nathan, R.; Burris, N; & Temple, F. (1988). The beginnings of

writing (2nd ed.). Boston: Allyn & Bacon.

This is a comprehensive theoretical book that focuses on early writing. Noteworthy are the chapters on the evolution of invented spellings. Explicit guidelines are included for setting up a classroom environment in which children can learn to write. This book is a "must have" for teachers implementing process writing in their classrooms.

Trachtenburg, P. & Ferruggia, A. (1989). Big books from little voices: Reaching high risk beginning readers. The Reading Teacher, 42, 284-289.

The authors describe the integration of three whole language elements--repeated readings, shared book experiences, and solicitation of children's own oral language-- into a series of lessons based upon a favorite children's book, Corduroy. Pre and post standardized test scores confirm the efficacy of the instruction.

Tunnell, M.D. & Jacobs, J.S. (1989). Using "real" books: Research findings on literature-based reading instruction. The Reading Teacher, 42, 470-477.

A number of studies that have compared literature-based reading with basal and mastery learning are the focus of this article. An explanation of the basic elements of literature-based whole language programs is also included in the article.